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ABSTRACT

The Pre-Professional Laboratory Experience course is a semester-long early field experience involving prospective teacher education candidates in routine classroom activities and observation experiences on the elementary and secondary level. The set of handbooks which was developed to accompany the course includes a student handbook, a supervising teacher handbook, and a building principal handbook. The principal handbook contains information on working with the teacher aide, suggested activities for the aides, suggestions for principals on orientation sessions, and techniques for reviews and evaluations. The handbook includes the following forms: Application Form, Information for the Supervising Teacher, Health Form, Suggested Activities Lists (Elementary and Secondary levels), Teacher Aide Experiences Checklist, Teacher Aide Attendance Register, Mid-Term Teacher Aid Review, Mid-Term Teacher Aide Conference, Mid-Term Teacher Aide Self-Evaluation, Teacher Aide Final Evaluation, Pre-Professional Laboratory Course Evaluation, and Daily Log Sheets. (Author/DF)

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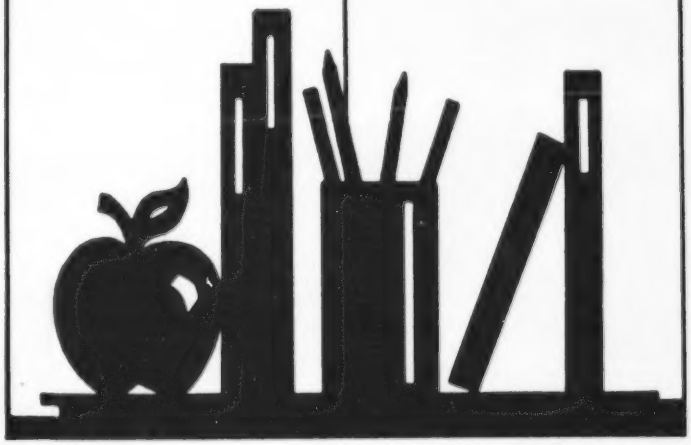
TEACHER EDUCATION

Pre-Professional Laboratory Experiences

A Handbook for Principals



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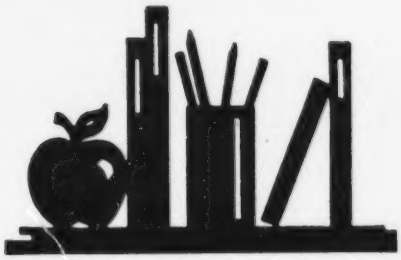
PRE-PROFESSIONAL LABORATORY EXPERIENCES

A Handbook for Principals



Michael Perl
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1984

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INTRODUCTION

The Pre-Professional Laboratoy Experiences course, or teacher aiding, is designed to give University students the opportunity to observe and work with teachers and students during normal school days. This gives them a chance to experience and think about being a teacher before they fully commit themselves to teacher education.

COURSE GOALS

The general goal of the teacher aide program is to provide students with "on-site" experiences to broaden their understanding of teaching and of their own suitability for teaching. It is hoped that the teacher aide and the supervising teacher will have a positive experience as a result of the program.

Following is a list of goals teacher aides should achieve during the semester:

1. Demonstrate an ability in task organization through such experiences as designing a bulletin board, conducting an organized class activity (game, class discussion, etc.), researching material needed for a unit of study, etc.
2. Identify certain aspects of classroom management/maintenance (discipline, time spent on clerical duties, teacher/student interaction, activity organization, etc.).
3. Know more about the teaching profession.
4. Know more about the general school environment and daily operations of a school building.
5. Identify their own strengths and weaknesses in regard to working with school children.

PROGRAM PROCEDURES

TIME REQUIREMENTS

The teacher aide will spend either one 3-hour or two 2-hour sessions in the classroom each week for at least 10 weeks. The student will receive one hour of college credit for the semester course. No grade will be given for the course; the student will receive either credit (CR) or no-credit (NCR).

ATTENDANCE

The teacher aide must notify the designated school office in advance when unable to attend a scheduled session. Make-up sessions must be arranged with the supervising teacher. If the teacher aide fails to attend a session, and does not notify the school office within a reasonable length of time, they will receive a no-credit for the course.

EVALUATION

The teacher aide will be evaluated by the supervising teacher at mid-term and again at the end of the semester. Both evaluations will be submitted to the Laboratory Experiences Office before the teacher aide can receive credit for the course.

The Mid-term review should include consultation between the teacher and the teacher aide as well as the written review form. This will help the teacher aide improve certain areas of weakness and also plan ahead for activities to be done in the final weeks of teacher aiding (see Appendix).

The Final evaluation may also be consultive, but the written evaluation is of greater importance due to the Laboratory Experience Offices' need to determine whether or not grade credit should be given, and to help the teacher aide and the aides' advisor plan activities to improve the aides' abilities before student teaching begins.

LOG

The teacher aide will keep a log which records daily activities in which they were involved as well as observations made of classroom management and maintenance techniques. The log will be handed in to the Coordinator of Laboratory Experiences before final grade credit is given. Logs should be kept up-to-date to minimize exclusion of important notes and observations.

PROFESSIONALISM

The teacher aide is expected to maintain an attitude of professionalism in dress, speech, mental attitude, actions, and confidentiality. Any problems occuring due to a lack of the above mentioned attitudes may result in the teacher aides' removal from the program.

LIABILITY

At no time shall the teacher aide be placed in a position of student supervision without the teacher being present in the classroom. The teacher must be present at all times, thereby relieving the teacher aide of any possibility of potential liability. The teacher aides are encouraged to join S-NEA, which does provide a limited liability policy with membership.

HEALTH FORMS

According to an Act passed in 1972 by the Kansas State Legislature, it is mandatory that all public employees, or those persons who have regularly scheduled contact with pupils in the school, are required to present a certificate of health to the administration of the school where the student will have scheduled pupil contact.

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BUILDING ORIENTATION SUGGESTIONS FOR TEACHER AIDES

The major purpose for the building orientation is to acquaint the teacher aides with the philosophy and objectives of your school. It is very important that the aides meet with their teachers to discuss classroom procedures and strategies as well as know what the administration expects from the aides during their stay.

Following are some possible reasons for conducting a building orientation:

--the teachers and the aides have an opportunity to meet one another and become acquainted.
--specific rules, regulations, and procedures are discussed by you which concern the aides.
--the role, rights and responsibilities of the aide can be discussed.
--specific concerns and expectations of the aides can be addressed.

During the course of the teacher aide orientation session, there are a number of objectives that may be considered. These are only suggestions, but some principals have found them to be helpful when introducing new aides to thier school's system.

Orientation sessions acquaint the aides with the principal, teachers, policies, rules, expectations and communication channels of your school. Discuss with the aides the importance of the teacher aide program and outline the importance of the aides themselves to your school, teachers and students. This will help them feel more at home and a part of your system.

The specific goals and objectives of the teacher aide program could be discussed as they appear in the Teacher Aide Handbook. This will help you, your teachers and the aides understand and reaffirm the outline of the program and what the aides' function within the school should be.

Take this opportunity to show the aides around the school building. Be sure to explain where the equipment they will be working with is located, and when

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to go in case they have any problems (nurses office, principals office, etc.) This will also help the aides to feel more at home, and possibly prevent future problems which might arise.

Be sure, also, to inform the aides of the correct procedures to follow in case of fire, tornado or other emergency. This is simply a safety precaution but could help in time of an actual emergency.

Perhaps you could discuss the importance of working together to establish a sense of harmony in the school environment. Cooperation between teacher and aide can prove to be highly beneficial to both parties when properly used.

You might take a few minutes to discuss professional ethics, including appropriate dress, confidentiality and roles educators play in the lives of their students.

This orientation time is also good in that the aides have a chance to first meet you and their teachers, to plan their schedules and become acquainted with the staff.

It may also be a good idea to suggest that the aides first official visit one of observing in the classroom, not doing any work for the teacher, so the can get a feel of what goes on in a normal classroom setting. This also help to orient the aide and make them feel comfortable before actually beginning their aiding experiences. The teacher might take this opportunity to introduce the aide to the class and explain why they are there. Many times aides feel they are not important to the actual teaching process, but are only being use as an extra hand for the teacher. Aides can be much more than that if the teacher is able to sit down and plan activities for their aide which are both educational and stimulating.

In the "Forms" section of this handbook, you will find a sample of a letter that is used by Bluemont Elementary School, Manhattan, Kansas, in welcoming aides to their school. This is only a sample of something that can be done to help you with your orientation sessions.

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This is a page taken from the teacher aide handbook to let you know what the Univeristy expects of the teacher aides.

ROLE OF THE TEACHER AIDE

As a teacher aide, your role will be to help the teacher prepare and perform teaching-related activities. The work you do should be of such a variety as to give you a fair sample of what every teacher must do in order to teach. In most instances, these activities and assignments will have been planned by your supervising teacher.

RESPONSIBILITIES OF THE TEACHER AIDE

Your work as a teacher aide can prove to be a valuable asset by making the teachers' job more managable, and helping to perform tasks more effectively. Tasks falling within the relm of your responsibility might include:

1. helping the teacher plan, organize and present activities
2. locating resources for classroom use
3. tutoring students
4. instructing small groups
5. assisting with routine maintenance tasks (attendance, handing out and collecting papers, etc.)
6. developing instructional materials, under the supervision of the teacher
7. operating audiovisual equipment in the classroom
8. showing initiative by offering help or assistance
9. evaluating your own performance by using the teacher aide Self-Evaluation form, and talking with the teacher during periodic review and conference sessions.

THE SUPERVISING TEACHER

The supervising teachers are very important to teacher aides. Teachers act as advisors, counselors, facilitators, teachers and resource persons. It is important to give the aide the opportunity to observe, and then to practice some of the selected skills of classroom management and instructional procedures.

Following are some hints to help teachers work with teacher aides:

1. Explain tasks clearly. (Teacher aides are new to the school and unsure of what to do.)
2. Take note of the initiative displayed by your aide. If they show signs of independence, allow them to do some work on their own. If aides are reluctant to do things on their own, encourage them to be more independent and give them suggestions for activities.
3. Identify the aides' special abilities, and channel them to fit your classroom needs.
4. Have "set" duties for your aide each time they come, to establish the idea of "routine" in the classroom. (see the Suggested Activities List)
5. Encourage your aide to work with your students in individual and small group activities.
6. Share with your aide your schedule, teaching philosophy, school administrative procedures, building layout (a tour, perhaps), emergency procedures, etc., so the aide will feel more a part of the classroom and the school environment.
7. Evaluate your aide verbally and in writing. Be sure to talk with your aide periodically about their performance, how it can be improved, and generally how you feel about their overall performance.

HINTS FOR WORKING WITH YOUR TEACHER AIDE

The time teacher aides spend in your classroom can be highly constructive depending upon the amount of time you spend planning for and with your aide. Useful activities can be planned which will make your aide feel like an important part of your classroom activities. Planning always requires looking ahead in terms of present and anticipated facts and events. A well planned out activity for your aide will, more than likely, yield good experiences for you, the aide, and your students.

A sample "daily planning schedule" is included in this handbook as a possible way of organizing and planning specific tasks and activities for your aide. This device may also prove useful to those of you who have more than one aide per week. Please feel free to duplicate as many of these forms as you may need.

Notice that space is provided on the form to specify:

-- approximate time the activity for which you require assistance will take place (or a schedule of times for the aide to perform non-instructional aiding tasks--see list)

--to list or identify the teacher activity for which you need help

--and finally, a description of the aides' expected activities.

This format for planning is only a suggestion. If you have your own system of planning, please use that. We hope that you do plan activities for your aides each time they come, which gives them a sense of purpose in the classroom.

Please consider when planning activities, however, that most of the students involved with the Pre-Professional Lab. Experience have had little or no previous experience with lesson planning, classroom organization techniques, or teaching methods. Please gage their activities accordingly. If they seem to be able to do more, then feel free to let them. Short conferences and review sessions with your aide may help you in this area.

REVIEWS AND EVALUATIONS

Types of evaluations and reviews, mentioned previously under the Program Procedures section, consist of the Mid-Term review and the Final evaluation. Copies of the forms for both of these processed have been included in your handbook.

Mid-Term reviews should consist of both written and conference evaluations. Your teacher aide really does need and want to know how you percieve they are doing their job. Please don't, however, limit conferences and reviews to mid-term only. Regular back and forth communication between you and your aide can make the total experience much more enjoyable.

Due to the nature of the program, a written mid-term review must be turned into the Laboratory Experiences Office, but a vital part of the review also consists of the verbal conference between you and your aide. Please consider the following areas when in conference with your aide:

--the relationship between you, your aide, and your students.

--the kinds of activities your aide is engaged in for you, and what they would like to do for the remainder of the term.

--any concerns or questions your aide may have.

--what you can do for them (and they for you) to make the experience more pleasant.

--any suggestions or hints you may feel they need to know about: dress, punctuality, etc.

As previously mentioned, these conferences are highly suggested so that the aide may be made aware of progress made, any criticisms you may have, and the overall success of the experience.

Remember: aides cannot and should not be evaluated on experiences they have not had, so be sure to involve them as much as you can in your classroom activities!

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At the mid-term review time, and on their own, aides will also do a self-evaluation which will be compared with your written review and comments. Please include a copy of your review session(s) with your mid term review sheet, and also with your final evaluation if you have done more than one.

Final evaluations are to be completed by you. These evaluations are to be turned into the Laboratory Experiences Office either by mail, or by way of your aide (in a sealed envelope), as soon as possible upon the aides completion of the course. Please feel free at this time to make any comments about the aide, the experience, the program in general, etc. Your input is always an important factor. You will not be asked to make any judgements regarding the future of your aide in pursuing education as a career. If you care to do so, please do. Please use the form found in this handbook for the Final Evaluation document.

FORMS

UNIFIED SCHOOL DISTRICT NO. 383
AN EQUAL OPPORTUNITY EMPLOYER
BLUEMONT ELEMENTARY SCHOOL
Henrietta Bock, Principal
Manhattan, Kansas 66502
Phone - 537-2310

TO: K.S.U. TEACHERS AIDES

FROM: HENRIETTA BOCK, PRINCIPAL

WELCOME TO BLUEMONT ELEMENTARY SCHOOL!

Bluemont has approximately 270 students, grades K-6. Our enrollment consists of students who walk from the area and students who are bussed from Jardine Terrace, Flint Hills and the Blue Hills area. Many of KSU's international students live in Jardine Terrace, therefore, we receive their children here at Bluemont. Many of these children speak little or no English when they arrive. The children are visitors in our country from one to four years.

Each one of you has received an assignment sheet from me including your teacher's home phone number. If for any reason you need to be absent, please remember the following:

- Let your teacher know as far in advance as possible. You can call his/her home or school.
- Make sure you know the days USD 383 has no school.
- Make sure your teacher knows all KSU days of no school.
- Plan another day with your teacher to make up your time.

If you are uncertain if school is cancelled because of snow, etc. turn on your radio to KMAN. The Superintendent will make a decision by 6:30 a.m. if school will be in session that day for USD #383 .

Appropriate school dress and grooming are important to achieve the professional response you expect from the children and staff. You are here at Bluemont in the role of teacher aide, not KSU student. Your appearance should reflect a businesslike intent.

A sign-in/sign-out sheet is in the office for your use.

If at anytime you have any questions or problems concerning your assisnment, please make an appointment with me. While you are here at Bluemont School, I am your principal and am here to serve you.

Have a really good semester with us! We all look forward to having you with us.

PRE-PROFESSIONAL LABORATORY EXPERIENCE

PLACEMENT APPLICATION FORM

COLLEGE OF EDUCATION

KANSAS STATE UNIVERSITY

Date: _____ Social Security No._____

Mr., Mrs., Miss Ms._____

(Last Name) (First Name) (Middle Initial)

Local Address:_____ Phone:_____

Age:_____ Do you have transportation?_____If yes, are you willing to share?_____

Assignment Preference:(Please list at least 2)

School:_____

_____

_____

Grade Level Choice: K-3 4-6 7-9 10-12

If you circled 7-9 or 10-12, indicate your subject area choices below.

Please list at least 2 areas you are interested in aiding in,

1st choice_____

2nd choice_____

Assignment Scheduling: In the schedule below, indicate with X's all periods to which you are committed to a class or another activity other than the T.A.program. Remember that T.A.times are 3 hours in one block or 2-two hour blocks per week.

	8:30	9:30	10:30	11:30	12:30	1:30	2:30
M							
T							
W							
TH							
F							

Time Choices

	Day	Time
1st		
2nd		
3rd		

Total number of semester hours completed to date:_____

Circle your classification: Sp. Fr. Soph. Jr. Sr. Grad.

Acceptance of an assignment indicates committment to that assignment for the entire semester. If the inidvidual finds it absolutely impossible to continue the program, the instructor, the supervising teacher and the Coordinator of the program should be notified immediately.

Copies: White, Student
Yellow, Lab. Experiences Office

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TEACHER AIDE INFORMATION
FOR THE SUPERVISING TEACHER

Teacher Aide: This form is designed to transmit information concerning you, your abilities, desires, and aspirations concerning the Pre-Professional Laboratory Experience. The teacher will use this information to decide the manner in which you will be able to contribute to the class.

Teacher: The information contained herein is to be used for the purpose described above.

Date:_____

Mr., Mrs., Miss Ms._____
Last Name First Name Middle Initial AGE

Classification: Fr. Soph. Jr. Sr. Grad. Sp.

Local Address:_____ Phone_____
Street Apt.

Permanent Address:_____Phone_____
Street City State ZIP

Marital Status: Single Married Divorced Children_____.

Type of community in which you have spent most of your life:
Rural Small Town Suburb City

Number of semester hours completed to date:_____

Preparing to teach: Elementary Secondary

If Secondary, Academic major:_____

LIST THE COLLEGE COURSES YOU HAVE COMPLETED OR ARE TAKING:

ELEMENTARY--PROFESSIONAL COURSES	SECONDARY--COURSES IN MAJOR
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Copies: White, Teacher
Yellow, Lab. Experiences Office
Green, Student

SPECIAL TRAINING OR EXPERIENCE:

Indicate the amount of training or experience:

None--leave blank Some--X Considerable--XX

Voice _____	Dramatics _____	Duplicating Machines _____
Piano _____	Athletics _____	Teaching games to children _____
Speech _____	Nature Study _____	Other musical instruments _____
Typing _____	Arts/Crafts _____	(instrument)_____
Library _____	Storytelling _____	Operating AV Equipment _____
Rhythms _____		

Expereinces with children:

Camp _____	Sunday school _____
Scouts _____	Playground supervision_____
Babysitting_____	Small children in family _____

Previous teacher aiding:_____
(dates and grade level and/or subject)

Other:_____

Extended travel experineces--where and when?

Work experiences--kind, where, when?

Extracurricular activieies, special interests, hobbies:
Present:

Previous:

What are your expectations concerning your pre-professional laboratory experience? What do you hope to gain from the experience? (use the back if necessary)

Copies: White, Teacher
Yellow, Lab. Experiences Office
Green, Student

SUGGESTED ACTIVITIES

ELEMENTARY

ROUTINE TASKS

- Record daily attendance
- Housekeeping duties: sharpening pencils, cleaning chalkboards, etc.
- Aide the teacher on playground, bus duty supervision, lunch duty, etc.
- Accompany students in halls
- Assist with field trips
- Assist with special class projects
- Correct test papers and homework assignments
- Assisting younger children with outdoor clothing
- Helping students learn to play together (sharing, taking turns, etc.)
- Reading daily announcements
- Complete routine forms
- Perform clerical tasks: filing, duplication, etc.
- Maintain classroom resource center(s)
- Assist with classroom inventory
- Supervise students in housekeeping chores (room helpers)
- Check lighting and ventilation and make necessary adjustments
- Help with decorations for special events
- Repair materials and textbooks
- Attend to weighing and measuring students
- Help with fire and tornado drills

PREPARATION TASKS

- Help set up and dismantle experiments
- Design bulletin boards
- Take charge of audiovisual equipment
- Prepare stencils

Prepare and organize resource materials for future use: picture files, audiovisual aides, tapes, etc.

Manage a classroom library and/or learning center

Assist in preparing the room for instruction

Arrange instructional materials for accessibility

Mix paints for art activities

Prepare and supervise students' work areas

Assemble materials and equipment needed by the teacher and store them after each use

Checkout and return audiovisual materials

Preview films and other materials when requested to do so by the teacher

Duplicate stencils; collate and staple

Copy material onto the chalkboard

Assist students in interpreting instructions

INSTRUCTIONAL TASKS

Assist students in any subject area in which the teacher feels confident you are competent

Read and arrange displays for teaching

Assist students in performing activities which have been initiated by the teacher

Assist students who miss instruction due to absence

Assist students during library periods

Listen to oral reading by students

Assist the teacher in special demonstrations

Conduct small group activities

Help slower students with their lessons

Assist with supplemental work for advanced students

Assist students with written compositions

Acquaint students with etiquette and good manners

Instruct in the safe and proper use of tools

Prepare instructional materials: flash cards, charts, transparencies, etc.

Assist with and check students' seat work

Supervise student lab work

Make a short, selected presentation to class, under the direction of the teacher

Listen to a student talk, such as in "show and tell"

OBSERVATIONS

The course, unit and lesson planning process teachers use

Specific disciplinary problems and methods of dealing with them

Oral and written competencies required of effective teachers

Various classroom organizational systems used for instruction

How and by whom teachers are supervised

Attend a faculty meeting

Attend a teacher's association meeting

Meet and observe school specialists (nurse, psychologist, art, music, librarian, P.E., etc.)

SUGGESTED ACTIVITIES

SECONDARY

ROUTINE TASKS

Record daily attendance

Accompany students in halls

Assist with field trips

Assist with special class projects

Correct test papers and homework assignments

Reading daily announcements

Complete routine forms when applicable

Perform clerical duties: duplicating, filing, etc.

Assist with classroom inventory

Average grades

Help with decorations for special events

Repair materials and textbooks

Help with fire and tornado drills

PREPARATION TASKS

Help set up and dismantle experiments

Design and put up bulletin boards

Take charge of audiovisual equipment

Prepare stencils

Prepare and organize resource materials for future use: picture files, tapes, audiovisual aids, etc.

Assist in preparing the room for instruction

Arrange instructional materials for accessibility

Prepare and supervise students' work areas

Check out and return audiovisual equipment

Prepare introductions to give students background for viewing audiovisual

materials.

Preview films and other materials when requested to do so by the teacher

Assist the teacher in organizing materials for class

Duplicate stencils; collate and staple

Copy material on the chalkboard

Prepare and present a resource unit bibliography

INSTRUCTIONAL TASKS

Assist the teacher in any subject area in which the teacher feels confident you are competent

Collect and arrange displays for teaching

Assist students in performing activities which have been initiated by the teacher

Assist students who miss instruction due to absence

Assist students in library research

Listen to oral reading by students

Assist teacher in special demonstrations

Conduct small group activities

Help slower students with their lessons

Assist with supplemental work for advanced students

Assist students with written compositions

Acquaint students with etiquette and good manners

Instruct in the safe and proper use of tools

Prepare instructional materials: charts, transparencies, etc.

Assist with and check students' seatwork

Supervise student lab work

Make a short, selected presentation to the class, under the direction of the teacher

Assist in coaching team sports (P.E. or extracurricular)

Assist in coaching individuals on special skills (P.E. or extracurricular)

OBSERVATIONS

The course, unit and lesson planning process teachers use

Specific disciplinary problems and methods of dealing with them

Oral and written competencies required of effective teachers

Interpersonal communications skills required of effective teachers

Various classroom organizational systems used for instruction

How and by whom teachers are supervised

Attend a faculty meeting

Attend a teacher's association meeting

Meet and observe various school personnel specialists (counselors, librarian, nurse, activities director, etc.)

DAILY PLANNING SCHEDULE

FOR TEACHER AIDES

Teacher's Name _____ Aide's Name _____

Room No. _____ Date _____

Approximate Time	Teacher's General Plan	Aide's Expected Activity

SUGGESTIONS FOR TEACHER AIDE TIME USE

Here are some suggestions as to how your teacher aides' time could be spent. Please attempt to give your aide a variety of these experiences each time (i.e., not all clerical work for the whole 2 or 3 hour blocks).

ELEMENTARY

(1-three hour day per week) (30 Hours)	(2-two hour days per week) (40 Hours)
10 hours clerical--dittoing, grading, typing, etc.	10 hours clerical--dittoing, grading, typing, etc.
10 hours preparation	5-10 hours preparation
5 hours observation and assistance	5 hours observation & assistance
10 hours working with students; 1-to-1, small groups	10 hours working with students; 1-to-1, small groups

SECONDARY

10 hours clerical--dittoing, grading, typing, etc.	10 hours clerical--dittoing, typing, grading, etc.
5 hours preparation	5-10 hours preparation
10 hours working with students; 1-to-1, small groups	10-15 hours working with students; 1-to-1, small groups
5 hours of observation & assistance	3-5 hours observation & assistance

CERTIFICATION OF HEALTH FOR SCHOOL PERSONNEL

K.S.A. 72-5213

Top Part To Be Filled Out By School Employee; Form To Be Filed In School Personnel Folder

Employee: _____ Birthdate: _____

Position: _____ Home Address: _____

School: _____

(Name) (City) (County)

****

To Be Completed By Physician

Date

Tuberculosis has been ruled out by: Negative tuberculin test _____

Negative chest x-ray _____

(Repeat test not needed unless there is exposure or symptom)

Physician's Statement

I have, this date, examined _____ and find no

(Name of Individual)

evidence of any physical condition that would conflict with the health, safety, or welfare of the pupils.

Comments:

_____ _____

Licensed Physician Date

_____

Address

K.S.A. 72-5213. Certification of health; form and contents; expense of obtaining. Every board of education shall require all persons, whether employees of the school district or under the supervision thereof, who come in regular contact with the pupils of the school district, to submit a certification of health signed by a person licensed to practice medicine and surgery under the laws of any state on a form prescribed by the secretary of health and environment. The certification shall include a statement that there is no evidence of physical condition that would conflict with the health, safety, or welfare of the pupils; and that freedom from tuberculosis has been established by chest x-ray or negative tuberculin skin test. If at any time there is reasonable cause to believe that any such person is suffering from an illness detrimental to the health of the pupils, the school board may require a new certification of health. The expense of obtaining certifications of health may be borne by the board of education. (1980)

Kansas Department of Health and Environment
Bureau of Maternal and Child Health
MCH-HC 1 6-80

BEST COPY AVAILABLE

To be completed by the Teacher Aide:

TEACHER AIDE EXPERIENCES CHECK-LIST

Teacher Aide_____

Under each activity category (from the Suggested Activities list), please indicate the types of activities you did and the date(s) they were completed. Use an extra sheet of paper if necessary.

ROUTINE:

PREPARATION:

INSTRUCTIONAL:

OBSERVATIONAL:

_____
Teacher Aide

Copies: White, Lab. Experiences Office, Final
Yellow, Student
Green, Lab. Experiences Office, Mid-Term

TEACHER AIDE
ATTENDANCE REGISTER

DATE	NAME	TIME IN	TIME OUT	SIGNATURE OF SUPERVISING TEACHER

MID-TERM TEACHER AIDE REVIEW

Teacher Aide_____ Date_____

Supervising Teacher_____ Grade/Subject_____

School_____

School System_____ Number of Absences_____

Please fill in the appropriate rating in the space provided. Complete this form and return it to the Laboratory Experiences Office. Use the following rating scale:

5-very good 4-good 3-average 2-fair 1-below average

The teacher aide is:

1. Using suitable language expression. _____
2. Speaking correct English, clearly and effectively. _____
3. Speaking in a pleasant and well modulated voice. _____
4. Dressed appropriately. _____
5. Demonstrating self-control. _____
6. Demonstrating self-confidence. _____
7. Exhibiting flexibility. _____
8. Exhibiting adaptability. _____
9. Willing to accept constructive criticism. _____
10. Complying with school policies and procedures. _____
11. Establishing positive relationships with pupils and teachers. _____
12. Striving to be prompt. _____
13. Using time well. _____
14. Performing duties promptly. _____
15. Preparing well for tasks. _____
16. Exhibiting a contagious enthusiasm for materials taught. _____
17. Willing to become involved with activities. _____
18. Giving directions in a way that pupils can understand. _____
19. Learning to use materials and equipment. _____
20. Encouraging self-discipline. _____
21. Developing an understanding of pupils and their interests. _____

Comments:

_____

Signature of Supervising Teacher

Copies: White, Teacher
Yellow, Lab. Experiences Office
Green, Student

MID-TERM TEACHER AIDE CONFERENCE

Date_____

I, _____ and _____
Supervising Teacher Teacher Aide

have, through conference, agreed upon the following goals/activities/ performances regarding the teacher aide's experiences in _____
Grade/Subject

at _____.
School Name

I. Activities and objectives for the remainder of the semester.

II. Suggested improvements for the teacher aide.

III. Strengths shown by the teacher aide.

_____ _____
Teacher Teacher Aide

Copies: White, Teacher
Yellow, Lab. Experiences Office
Green, Student

TEACHER AIDE SELF-EVALUATION

MID-TERM

Teacher Aide_____ Date_____

School_____ Teacher_____

Please mark the appropriate rating for each area using the following scale:

4-always 3-usually 2-rarely 1-does not apply

1.	Do I cooperate with the classroom teacher.	_____
2.	Am I aware of the importance of the responsibilities assigned.	_____
3.	Do I follow the directions given by the teacher.	_____
4.	Do I plan for the activity that I have been assigned.	_____
5.	Do I follow through with lessons initiated by the teacher.	_____
6.	Do I check for mistakes and errors in my completed assignments.	_____
7.	Am I prompt in carrying out the duties assigned to me	_____
8.	Am I dependable and reliable.	_____
9.	Do I exhibit initiative.	_____
10.	Do I accept criticism.	_____
11.	Do I avoid criticism of the students, the teacher, and the students.	_____
12.	Do I strive to do my best at all times and take advantage of every opportunity.	_____
13.	Am I trying to improve my speech patterns.	_____
14.	Do I opperate audiovisual equipment effieiently.	_____
15.	Am I aware of differences among students.	_____
16.	Do students respond positively to me.	_____
17.	Am I conscious of each students' potentials and needs.	_____
18.	Do I treat students fairly.	_____
19.	Am I able to secure the cooperation of the students.	_____
20.	Do I listen to the students.	_____
21.	Am I a good listener.	_____
22.	Am I courteous at all times.	_____
23.	Do I show evidence of professional growth.	_____
24.	Are my dress and appearance appropriate.	_____
25.	Do I exhibit self-control.	_____
26.	Am I in good health.	_____
27.	Do I evaluate myself at intervals.	_____
28.	Do I enjoy my work.	_____

Comments:

_____

Signature of Teacher Aide

Copies: White, Student
Yellow, Lab. Experiences Office
Green, Student

TEACHER AIDE FINAL EVALUATION

Teacher Aide_____ Date_____

Supervising teacher_____ Grade/Subject_____

School_____

School System_____ Number of Absences_____

As this student progresses through the teacher education program, which of these areas do you think they should work on to improve during the remainder of the program.

Please rate each item accordingly using the scale:

1--needs great improvement 2 needs some improvement

3--needs little improvement 4--does not apply

---

1. General appearance. _____
2. Voice. _____
3. Poise--self-confidence. _____
4. Initiative. _____
5. Dependability. _____
6. General scholarship. _____
7. Communications skills. _____
8. Knowledge of subject matter. _____
9. Acceptance and use of criticism. _____
10. Interest. _____
11. Establishing relations with pupils. _____
12. Establishing relations with other teachers. _____
13. Performance of routine clerical tasks. _____
14. Supervision of small groups. _____
15. Operation of media equipment. _____
16. Participation in school activities. _____
17. Record keeping assistance. _____
18. Care of classroom and equipment. _____

Number of absences without a valid excuse _____.

I recommend that the teacher aide named above receive CREDIT NO-CREDIT
(circle one)
for participating in the Pre-Professional Laboratory Experience.

_____
Supervising Teacher

Copies: White, Teacher
Yellow, Lab. Experiences Office
Green, Student

TEACHER AIDE EVALUATION

OF

PRE-PROFESSIONAL LABORATORY EXPERIENCES

Teacher Aide_____ Date_____

Supervising Teacher_____Grade/Subject_____

School_____ School System_____

I. Please place a check in the appropriate space to indicate rating. Complete this form and return it to the Office of Laboratory Experiences 2-3 days before the end of the semester.

Rating Scale:

5--excellent 4--good 3--average 2--below average 1--poor

	5	4	3	2	1
1. Rate your experience in Pre-Professional Lab.					
2. How well did your experience measure up to your expectations?					
3. How well did your experience familiarize you with the methods of instruction?					
4. How well did your experience familiarize you with the materials of instruction?					
5. How well did your school experience familiarize you with the multi-activities of the teacher?					
6. How well did your supervising teacher involve you in school responsibilities and functions?					
7. To what extent were you made to feel welcome and wanted; capable and useful?					

II. Check the following blank if the item was a problem encountered in the school experience.

_____discipline

_____rapport with students

_____getting involved with instruction

_____understanding students

_____evaluation of students

_____your attitude toward being a teacher

_____demands on you as a teacher

_____other (identify)_____

_____

III. As a result of your involvement do you still want to become a teacher?

_____YES _____NO _____UNDECIDED

Copies: White, Lab. Experiences Office
Yellow, Student

35

L O G

Week_____ Date_____

Observations:	
Discipline techniques	
Teacher communications skills	
Teacher interpersonal skills	
Student/Teacher interaction	
Classroom management	
Student attention	
Oral and written skills required of teachers	